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ABSTRACT

In order to provide an historical perspective on the development of Consumerama (a 4-H program initiated in 1969 by the Pennsylvania Cooperative Extension Service), a 34-item questionnaire was developed and distributed to persons having prime responsibility for 4-H Consumerama activities in each of Pennsylvania's 67 counties. After securing a 100 percent response, questionnaires were sorted and analyzed by age, education, and administrative region. Eight expected findings were analyzed and compared with the responses. Findings indicated: (1) extension professionals served as the main teaching agent; (2) there was little difference in the number of persons in the 35 and younger and 36 and older age groupings; (3) time for preparation and time for working with the clubs were the most frequently cited reasons for not participating in Consumerama; (4) there was strong interest in attending Consumerama workshops and consumer education workshops; (5) extension staff members felt consumer education was important and were willing to teach it in some form in their county 4-H programs; and (6) time was a strong limitation in the development of many county Consumerama programs. Since only five counties used lay leaders and since time was the most limiting factor, it was suggested that lay leaders and intensive educational workshops be employed to meet Consumerama needs. (JC)

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The Pennsylvania 4-H Consumer Education Activity: An Historical Perspective

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The Pennsylvania 4-H Consumer Education Activity: An Historical Perspective

A Professional Paper in

Extension Education

by

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Submitted in Partial Fulfillment
of the Requirements
for the Degree of

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May 1975

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THE PENNSYLVANIA 4-H CONSUMER EDUCATION ACTIVITY: AN HISTORICAL PERSPECTIVE

Introduction

The process of growing up--of becoming adult involves physical, emotional and social facets. These facets accrue collateral rights and responsibilities. The aggregation of these rights and responsibilities seem to be increasingly vague as societies move from agrarian to urban. The management of vagueness is particularly difficult for that segment of the American society labeled teenager or adolescent. Moreover, that segment of the population that is moving from childhood to adulthood is struggling with providing a direction for self. This direction for self must be provided within the context of the society in which it develops. Urban--industrial societies present rapid and everchanging environments to the various segments of their citizenry. Sebald points out "the changing aspects in America include economic practices, technological innovations, and modifications of sociocultural elements." (Sebald, 1969: 69). These changing aspects are always presented in a dynamic vis-a-vis static situation. It is the direction of both self and environment that establish concomitant management problems for the teenager. This paper will focus on an educational program to help teenagers manage material and nonmaterial resources in our society through the decision-making process.

Although some schools and universities have had consumer programs for three or four decades, many schools and youth-oriented agencies have just begun to realize the inadequacy of teenage consumer

practices and have begun study in order to formulate relevant consumer education programs for this population. The Pennsylvania Cooperative Extension Service is among those groups that have designed educational programs for the adolescent in an effort to teach the process of decision making that involves gathering information for consumer situations.

Purpose

The purpose of this study is to provide an historical perspective of the development of the Pennsylvania 4-H consumerama activity. This perspective will include a minimal amount of background information on the adolescent and the environment which contributed to the need for consumer education. In addition, the background and educational training of the extension professionals administering this program will be examined. Program evaluation must consider both those for whom the program is designed and those who implement the program.

To date the program, begun in 1969, has not been systematically evaluated. The data collected by this exploratory study will be used by the state 4-H specialists and county based extension personnel as benchmark data in a continuing effort to refine programs in consumer education for adolescent 4-Her's or teens.

This study is a result of the writer's experience in assisting with the development of a 4-H teenage consumer program. A program based on these and other data could be used by persons in all Pennsylvania counties who are attempting to help their teenaged 4-H members become capable and competent in consumer situations. The Cooperative Extension Service personnel are interested in conducting

a stimulating educational project that appeals to the adolescent 4-H members throughout the state.

Background and Further Considerations of the Problem

Adolescence is a transitional period in human development. Hoffer contends that the primary characteristics of the adolescent situation is its "inbetweeness," i.e., it is a transition period between statuses of affiliations (Hoffer, 1965: 18-21). Adolescents are a unique group of individuals with certain characteristics different from other age groupings. Hess and Goldblatt state, "adolescents occupy an ambiguous position in American society. As a phase in personal and social development adolescence is a recognized period experienced by every American youth." (Hess and Goldblatt, 1960: 322) Teenagers are not children but they are not yet adults either. Society adds to this ambiguity. Legally, teenagers are not accountable as adults until they reach the age of 18 years. This definition of adulthood is contradicted elsewhere in American society, i.e., many sporting events, movies and restaurants consider adult status to be 12 years of age.

As a teenager acquires increasing independence from his family, he develops an ever closer peer identity (Stone and Church, 1968: Horrocks, 1962). The peer group begins replacing the family in relative or actual importance in the mind of the young adolescents. In this regard, Jones has stated: "The relationship between physical growth and acceptance by peers and self acceptance has long been recognized for . . . adolescents must adapt to their groups in order to maintain their status" (Jones, 1960: 50-51). However, independence from the family does not mean the adolescent disregards all

of the teachings or socialization he has already acquired. Bell found although many of our personal and social problems differ from those of other people, the problems we experienced during certain periods of our lives are somewhat similar to those experienced during the same periods by others in the same society (Bell, 1960: 61). This idea expressed by Bell is congruent with the notion that the family is the main socializing unit and is responsible for the basic behavior norms (Caetora, 1963). Developmental and social psychologists have long since accepted this statement as true.

Late adolescence has been characterized as the period where opposite sex relationships become increasingly important as they provide a stage for testing various roles to be assumed as an adult. In addition to providing a setting for trying career goals, the boy/girl relationship signifies that the teenager has moved a step beyond the same sex peer group relations of earlier adolescence. During late adolescence approval and relationship with an opposite sex mate is sought. Silverman found that this seeking of the opposite sex mate produces significant changes in the behavior of adolescent girls. She reports the attention adolescent girls give to their appearance, their choice of clothes, and use of cosmetics are subjects much discussed by adolescents and adults (Silverman, 1960: 524). The opposite sex relationship, in addition to the various peer relationships once established in a satisfying manner tend to be maintained throughout the individual's lifetime.

The adolescent period is also characterized by further development of the thought process, i.e., the adolescent is increasingly capable of abstract thinking as well as the concrete thoughts of

childhood and early adolescence. (Helitzer, 1970). Teenagers are developing physically and mentally and seek areas of typically adult interest relevant to their increased maturity. They are sometimes repelled by childish things. Often programs that were once challenging and enjoyable are viewed as childish by the older adolescents. Gottlieb, et. al., reported in this regard that 4-H programming does not keep pace with the growth and development of its older members. They found that 4-H is structured in such a manner that it precludes continuous involvement upon the part of most older youth. They further found the nature and content of most 4-H activities are such that they do not provide a meaningful place for young people who have moved into adolescence, particularly late adolescence (Gottlieb, et. al., 1974: 77-78). It is toward this end of providing meaningful 4-H consumer educational programming for teenagers that this study is focused. This focus is particularly relevant as one looks further at the teenager and his family as consumers.

Teenagers in a family usually require some new financial considerations in order to perform satisfactorily in peer and opposite sex relationships. Moreover, the home and family are involved in financial considerations as a teenager's desire for peer and opposite sex relation approval grow stronger. The family home often needs refurbishing due to increased entertaining of the teenagers in the home and an awareness that the home no longer needs the childproofing protection from less cautious and younger children. Teenagers begin to express concern about their total environment, i.e., home, school, meeting places, and self-grooming. They are also concerned with the

financial pressures on their family but are perhaps more aware of their own financial needs (Duvall, 1962). Teenagers are not yet accustomed or expected to think beyond self-gratification needs. Such self-centered behavior is often the cause of adult to adolescent, adolescent to adolescent or adolescent to sibling conflict. One could cite numerous examples of such conflict; however, only the following will be offered as cases in point. The boy/girl relationship brings the need for money for dating, for new clothing, and for grooming expenses, for snacking away from home and other miscellaneous expenses. The source(s) of money for these expenditures may be many. The teenager may ask for an allowance or perhaps take a part-time job at this point. Because this income is often more limited than the desires to be satisfied, a teenager needs to learn to make wise decisions. In fact, the teenager needs to learn how to establish a priority system in his consumption patterns. This priority system should be based on his values. These values have been learned at home, in school, and in other programs such as 4-H. Decision making and money management so founded and carried out are important areas of education for adolescents.

Most parents acknowledge the increasing maturity of their teenagers and are willing to have them assume increased responsibilities. However, emotional and social growth are often less well marked and thus not as easily recognized as the outgrown pant legs. Parents do grant increasing responsibility; however, and two examples of this increased responsibility are the handling of their own money and holding a part-time job. Families also assign various household tasks to teenagers assuming they are old enough and responsible

enough to participate in the normal family routine (Heasley, 1972). During the later adolescent developmental stage, a teenager often needs enough independence and responsibility from the family to develop as a mature adult while simultaneously receiving guidance when needed (Duvall, 1962; Stone and Church, 1962; Horrocks, 1962).

Businesses have quickly grasped the concept of the teenager seeking independence and the associated adolescent characteristics. The teenage market has been estimated to be as large as $50 billion (Helitzer, 1970). This amount includes purchases made for teenagers in addition to those purchases made by the teenagers themselves. With a market as large as this, businesses have designed their advertising of products directly to the actual or perceived needs of youth. A spokesman for the Singer Company comments on their sales directed to the teens thusly, "Our entire marketing strategy is tailoring our products and services to the needs of the youth market" (Helitzer, 1970: 56). A sales manager for the Chevrolet division of General Motors indicated that teenagers are frequently used as a test market for their cars in order to determine their success (Helitzer, 1970). Indeed business does listen and pay attention to the needs, desires, and whims of the youth market.

The affluence of the average teenager saw considerable gains since the close of World War II. In 1945 it was estimated that the average teenager spent approximately $2.50 per week. By 1959 the average teenager was reported to be spending approximately $10 per week (Gilbert, 1959). This represents a 300 percent increase in teenager expenditure in less than 15 years. This upward spiral of

affluence continued until the current estimates are about $13 per week per teenager.[1]

Along with the considerable spending power just mentioned, one can reflect further on these indications of the power of the teenager as a consumer:

A Scholastic Magazine survey revealed that of those senior high students tested, over 20 percent owned their own cars (Helitzer, 1970), while another source quoted the ownership figure even higher some two years later at 22 percent (U. S. News, 1972). The recent popularity of motorcycles and motorbikes permits one to conjecture that an even higher percentage of students own these modes of transportation. In fact, it was noted in a weekly magazine that approximately one-half of the owners of motorcycles are under the age of 24 years (U. S. News, 1972).

In addition to the spending power of teenagers, businesses are attracted to the sheer size of the market. In 1950 the population under age 25 years was 62.9 million persons. By 1965 the figure leaped to 90.6 million persons while in 1969 there were 101.5 million persons under age 25 (L. A. Research Committee, 1966; Census of Population, 1970). Narrowing the size more specifically to the teenage group there are approximately 75 million persons age 19 years and under. This number of persons represents about one-third of our total United States population (Helitzer, 1970).

The size and amount of the market are enhanced by the free atmosphere in which teenagers can spend their money. Teenagers, although they participate in more responsibilities within the family, are still not fully involved in adult responsibilities

(Viscott, 1972; Horrocks, 1962). The adolescent is not hampered with the complexities of managing and balancing the entire family finances and consequently has less restrictions on the ways they spend their money.

The adolescent is a unique consumer and differs today from his counterpart of several years ago. Affluence, permissive child rearing practices and increased levels of education have shaped the modern adolescent into a new consumer (Harrmann, 1970). Teenagers seem to understand their environment at an earlier age but have had fewer learning situations requiring the wise use of their money. By the age of 21 years an individual has averaged 15,000 hours of formal schooling and 30,000 hours of television (Media Scope, 1970). The mass media has had and is having a tremendous influence upon the teenager with regard to creating constant demands for his money.

Advertisers use the mass media to appeal to teenage needs. Some of these needs are food, entertainment, clothing, automobiles, and hobbies (L. A. Research Committee, 1966; Heasley, 1972). Teenage girls between the ages of 14 to 17 years spent approximately 2.2 billion dollars on clothing (U. S. News, 1972). Advertisers use such themes as the boy/girl relationship, music idols, the peer group, and sports to reach teenagers and his large purchasing power. Samples of such persuasive themes are almost limitless. A variation of these themes has been developed by a soft drink company in order to capture a larger share of the teenage market. The Royal Crown Cola Company began an advertising campaign portraying the teen as a young, free spirit in order to appeal to the teenagers search for independence (Advertising Age, 1972). It is interesting to note that teenagers

from the ages 13 to 15 purchase 55 percent of all soft drinks consumed (Helitzer, 1970).

Despite the sophistication of the current teenager alluded to by society, he is not always above being deceived by the advertisers. Children have not been instructed in wise money management practices. They have largely been left on their own in the "consumption fairy-land" (Herrmann, 1970). Of course, the majority of this affluence rests in the older teenage population. This realization makes it even more imperative that the teenager learns the skills necessary to manage resources as early as possible in order that the management can be by choice, rather than by chaos. Chaos may logically connote impulsive buying habits. Such habits may result in financial disaster for the young person and/or the young family. Conversely choice should help prevent over-extension of financial resources. It seems the former rather than the latter approach is the more common for many of today's teenagers as pointed out in at least one study conducted in Pennsylvania. Heasley reported 43 percent of the parents involved in his study stated they did not assist their children in establishing guidelines for their allowances and their incomes (Heasley, 1972). Consumer education can play a needed role in instructing the teenager toward being a competent consumer. Consumer education programs can assist youth in their consumer decisions.

The need for a consumer education program for teenagers has been established in the foregoing materials. The generation of and delivery of such a program by the Cooperative Extension Service personnel also merits consideration here. In this light let us turn from the teenager to the other side of the coin, i.e., the

professional or lay person working with a consumer education program for the teenager. As indicated earlier, evaluation of program delivery must include both those for whom the program is intended as well as considerations of those delivering the program. Delivery of the program will be the focus of analysis later in the paper.

The Consumer Education Activity: A Perspectus

Personnel from county and state levels of the Pennsylvania Cooperative Extension Service were aware of the environment of the teenager just described and subsequently initiated a consumer education activity entitled, Consumerama, in 1969. Let us quickly review the delivery of this program at the county level from 1969 through the present. The activity was designed to help the teenager work with the economic aspect of his environment. Programming in this area would supplement significant 4-H programs in existence in the areas of production, marketing and social areas. The objectives of the 4-H consumer education program are:

1. Recognize and evaluate sources of reliable information for buymanship.
2. Determine consequences of alternative actions.
3. Weigh alternatives objectively.
4. Know when and where to involve others in decision making.
5. Gain personal satisfaction from the use of available resources.
6. Realize that judgments differ due to personal values and goals.
7. Accept responsibilities for choices.
8. Understand the decision-making process.

9. Apply the decision-making process and knowledge of standards in consumer practices (4-H handout, 1970).

In 1969 Consumerama was composed of four parts: the consumer education presentation; the planathon; the consumer bowl game; and consumer judging.[2] All the situations involve items which relate to the teenager and his environment, e.g., items for judging might include tape recorders, clothing or snacks. Hypothetical situations involved a teenager and problems a teenager might face.

In 1969, 35 counties in Pennsylvania were participating in the consumerama program at individual or team levels. The number of participants involved was 125 persons. At the 4-H State Days event an evaluation was given to the members and professional staff to complete. At that point, the 4-Hers commented, " . . . they did not have enough information, did not know what was expected, and did not feel that they were as prepared for this experience as they would like." The professional staff evaluation revealed that one-half of the counties who reported understood the program. The others felt unsure of certain areas, particularly the planathon section.

The evaluation indicated a need for educational materials for leaders. The State 4-H office designed and issued a 4-H Consumer Education Reference Notebook to meet this need. This notebook contained descriptive information on each area of the consumerama program plus materials for launching a consumer education program.

In 1971 participation declined to 14 counties. There were no data available on the number of participants.[3] County participation rose to 33 counties in 1972 and maintained the same number in the

1973 participation, according to records located at the State 4-H office.

A Consumer Education Handbook for 4-H leaders was distributed to the counties in 1972 to be used in the consumerama program. This handbook urged a continuous learning process in the area of consumer education. Suggestions for the use of the handbook include:

1. "Involve teen leaders from your county or neighboring counties who have participated in the State 4-H Days Consumerama program in a workshop orientation for leaders."

2. "Identify certain teen leaders who are interested in consumer education to go from club to club and demonstrate these techniques. These teens may use the 4-H leaders guide as their major reference."

3. "Identify an adult(s) to serve in the capacity of county 4-H Consumer Education program leader. This person(s) who has consumer information competencies and interests can assume county-wide responsibility for this subject area of 4-H youth work" (4-H handout, 1972).

The 1972 notebook contained much of the information included in the previously mentioned consumer education reference notebook.

From the background information presented one may set forth the following expected findings.

Fluctuation in the number of competitive county teams represented at state 4-H days could have been due to several factors. One rather apparent reason was noted in the previously mentioned staff evaluation of the consumer education program; namely, a reported lack of adequate teaching materials and in-service consumer education workshops for professional and lay teachers. Those professionals who feel inadequate in consumer education could be expected to report this inadequacy more so than their counterparts. Likewise, lay leaders more than professionals would probably report this feeling.

Moreover, if this latter conjecture is correct, it might be expected that fewer counties could attract lay leaders for this program than is the usual case for extension educational programs.

Consumer education has received increasing attention during the last decade or so in many educational settings. It can be speculated that those professional extension personnel who completed their formal education within this time frame would be more apt to include consumer education activities within their total programming effort than would their counterparts who had completed their formal education prior to this time.

Finally, those professionals who feel most adequate in teaching consumer education for whatever reason probably will be more inclined to place high priority on consumer education in their total programming efforts.

Thus, one may expect that the consumer education activities in 4-H would be carried out in those counties that have professionals who feel adequate in preparing and presenting such programs. It has been suggested that a feeling of adequacy will include having received recent formal education in the area of consumer education together with continuing in-service education and relevant educational materials. Furthermore, if a person feels adequate in this area of programming, she will find time in her schedule for participating in the 4-H consumer education programs. Therefore, with respect to the focus of analysis, the major expected findings are as follows:

Expected Findings

1. Consumerama is being promoted in those counties where the Extension professionals serve as the main teaching agent in conducting the consumerama meetings.

2. More Extension agents would be willing to have the consumerama program in their counties if there were more adequate teaching materials and in-service training sessions.

3. Most persons in charge of consumerama who have not graduated in an home economics area and have not graduated within the past 15 years may feel inadequate and lack confidence in the field of consumer studies.

4. The consumerama program is conducted in the majority of counties on a sporadic basis, if it is conducted at all.

5. The majority of counties do not work with lay leaders as the main teaching agent of the program.

6. Counties having the most successes with State Days competition will be most likely to maintain a regular program. Those counties not receiving high merit awards or not participating at this level will probably be those counties which either have not had a county program or maintain it sporadically.

7. Extension staff members feel consumer education is important and will teach it in some form in their county 4-H program.

8. Time is a strong limitation in the development of many county consumerama programs.

These expected findings will be examined in the analysis portion of the paper.

Footnotes

1. Recently world-wide economic trends would indicate a lessening of this upward spiral of affluence. From these indications, youth may be faced with limited resources including money, job opportunities and so on. Wise consumer decisions, under these circumstances, will become more critical than has been the case for the past two decades.

2. The consumer education presentation could be a role playing situation, a demonstration, an illustrated talk or other means of presenting a hypothetical consumer situation. Each presentation includes the following: 1) a hypothetical situation, 2) analysis of the problem, 3) available alternatives, 4) the evaluation of the alternatives, and 5) the selection of the best alternative. Teams composed of two to four persons compete in the consumer-oriented program. The presentation is the only activity of the four sections, i.e., planathon, consumer bowl game, consumer judging and consumer education presentation which could be presented by individuals as well as team members.

   The planathon is a hypothetical situation which is presented to the team. During a specified amount of time the team discusses the consumer problem in the situation and decides upon the best solution in terms of the consequences of all the alternatives.

   The consumer bowl game is a quiz-type competition based on the television program, "College Bowl." A specified time, usually 15 to 20 minutes is allowed for competition between teams. During the competition a variety of consumer-oriented questions are presented to the teams who are armed with buzzers or other sounding devices to signify the time of their answer. Speed of recall as well as accuracy are considered in the competition.

   Consumer judging consists of giving four examples of a product to the team members who place them in a rank from the best to the poorest choice giving reasons for the placing.

3. There were no data available from the 4-H state office on the 1970 Consumerama program.

Methodology

The study was conducted in each of the 67 county Cooperative Extension Service offices in Pennsylvania in December 1973. A questionnaire was developed[1] to be distributed at a state-wide meeting of the Pennsylvania Association of Extension Home Economists.[2]

The author explained the purpose of the study and questionnaire when the latter was distributed to the county home economists. Each county home economist was instructed to complete the questionnaire if she held the prime responsibility for the 4-H consumerama activity. If she did not have prime responsibility for Consumerama, she was to direct the questionnaire to that person in her county who held the primary responsibility for this activity. In some counties the county agent or 4-H leader is responsible for Consumerama.

Because there was not a 100 percent county attendance at the state meeting, several questionnaires together with a letter explaining the study and instruction for completing the questionnaire were mailed to the appropriate county extension offices.[3] A follow-up letter and several telephone contacts were necessary to obtain 100 percent response.[4]

The purpose of using all counties rather than a sampling was:

1. the relatively small number of counties (67) involved
2. the uniqueness of the program is best tested by using total coverage.

In the former instance less than 100 percent response could severely limit detailed data analysis. A detailed analysis of the program is desirable with particular regard to the program uniqueness.

When all the questionnaires were returned, they were sorted into groupings by education, age and the administrative regions then in use by the Pennsylvania Cooperative Extension Service.[5]

Table 1. Selected Characteristics of the Respondents, in Percentages.

		Administrative Regions[6]				
	Total N=67	North-west N=14	South-west N=12	Central N=14	South-east N=13	North east N=14
A. Age of Respondent	----------Percentage----------					
35 years & under	54	64	75	43	46	43
36 years & over	39	21	35	50	38	57
No age specified	7	15	0	7	16	0
B. Formal Educational Background of Respondents	----------Percentage----------					
Home Ec. & related	75	71	83	64	92	64
Agric. & related	19	22	17	29	8	22
No degree area spec.	6	7	0	7	0	14
C. Age and Education of Respondents	----------Percentage----------					
Home Ec.-35 yr. & under	42	50	58	43	38	21
Home Ec.-36 yr. & over	29	14	25	21	38	43
Ag.-35 yr. & under	10	14	17	0	8	14
Ag.-36 yr. & over	9	7	0	29	0	7
Age/degree not specified	10	15	0	7	15	15

Table 1 indicates the breakdown of the respondents in the sort characteristics chosen for analyses. The largest class of respondents is the younger professional (35 years and under) with a home economics background. Specific portions of the table will be discussed later in the paper.

Since analysis deals with a universe rather than with a sample, the nature of the analysis will utilize frequency and percentage figures as opposed to tests of statistical differences. These analyses will be oriented to the sort variables previously mentioned.

Footnotes

1. The questionnaire was pretested for clarity by a state 4-H staff member, several county extension co-workers, and by members of an extension methodology class.

2. The questionnaire was chosen over other data collection techniques for several reasons: 1) cost; 2) time; 3) availability of Cooperative Extension Service penalty mailing privilege. Initial mailing costs were further reduced with hand delivery at a state-wide meeting of the Pennsylvania Association of Extension Home Economists. The questionnaires were mailed to the author at a designated address contained in the questionnaire (See Appendix A).

3. A copy of the letter accompanying the questionnaire sent to those counties not represented at the state-wide meeting of the Pennsylvania Association of Extension Home Economists can be found in Appendix B.

4. A copy of the follow-up letter accompanying the questionnaire can be found in Appendix B.

5. The sort factors of age and education were missing in some of the returned questionnaires. However, the questionnaires were not discarded because of relevancy in the overall analysis. Due to this limitation, however, the "n's" will vary in the analysis section of the paper.

6. In 1973 the Cooperative Extension Service officially redistributed the counties in Pennsylvania to align with the State Planning Board Regions. The counties, previously arranged in five state districts were arranged into nine districts. This new grouping is an attempt to get a more homogenous grouping of counties. Because this study involves the counties as they were in their former arrangement, the five regional base was chosen for the analysis.

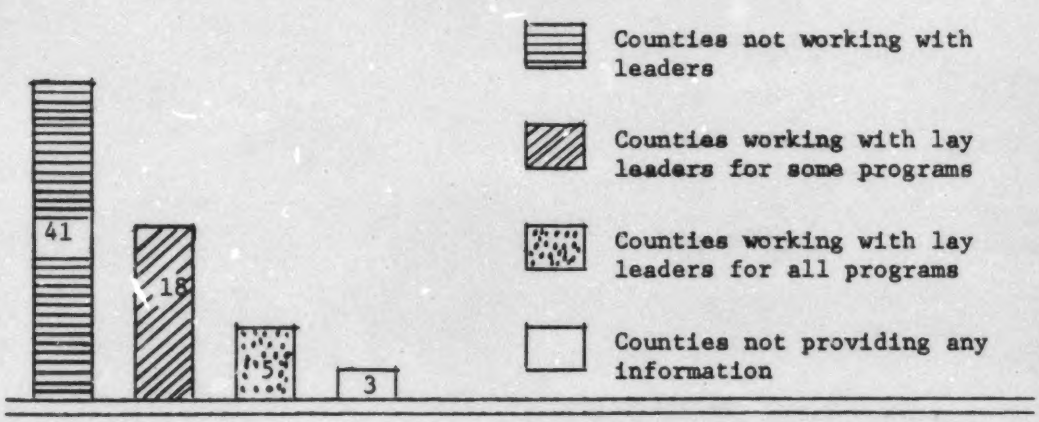
Analysis and Relationships of the Data

The purpose of this section of the paper is to analyze the data, in relation to the expected findings.

Data supported the first expected finding that the 4-H Consumerama program is promoted in those counties where Extension professionals serve as the main teaching agent of the program. All but three of the respondents who returned questionnaires were either Extension Home Economists or Agricultural Agents.[1] Since verbal and written instructions directed the questionnaire to that person holding the prime responsibility for the program, it will be accepted that the person completing the questionnaire was also in charge of the consumerama program.

Further support in this regard is derived from the questionnaire item requesting the respondents to indicate their work with lay leaders in Consumerama. Nearly two-thirds of the respondents replied they did not work with lay leaders. (See Figure 1 which indicated 41

Figure 1. Number of Pennsylvania Counties in Relation to Their Work With Lay Leaders in Consumerama.



counties did not work with lay leaders for any aspect or Consumerama.) Only five counties replied that lay leaders were appointed or volunteered for all of their consumerama sessions. Since the questionnaire did not ask when lay leaders were a part of the program, it is possible that of those five counties who reported working with lay leaders, none have worked with lay leaders on a continuous basis. It would be interesting to note the relationship of county work with lay leaders and county participation in state days. This would lead to the question dealing with the effectiveness of lay leaders in this program and their background and training. Further research would be needed for this information. However, it is apparent that since lay leaders are not a significant part of this activity in most counties, the Extension professionals are the main teaching agents.

It was further stated in the expected findings that more counties would be likely to participate in Consumerama if they had more adequate materials and in-service training sessions. This expectation was not supported by the data. According to the data most counties do not attribute their non-participation to lack of materials and training. Rather almost 86 percent indicated lack of preparation time or time for working with the club in reference to the county Consumerama team as their reason for not participating regularly in Consumerama (See Table 2). Time was one of the major reasons given by the respondents for not participating in the consumer education presentation (See Table 3). It would appear that the time available for Extension activities is not being allotted to Consumerama. It

Table 2. County Respondents' Answers to the Question, "If your county's team has not participated regularly in consumerama, why not?"

	Total N=28	Administrative Regions: North-west N=5	South-west N=3	Central N=3	South-east N=7	North east N=10
Reasons why the team has not participated regularly	Percentages					
Unable to find a qualified leader	43	60	33	33	43	40
Lack of:						
Time for working with the club	54	80	33	67	57	50
Preparation time	32	20	0	33	29	50
Disinterest of the person in charge of consumerama program	7	0	0	33	14	0
Lack of resources	25	0	0	67	14	40
Other	29	20	67	33	14	30

*Multiple answers are given, therefore, percentages may total to more than 100 percent.

apparently does not have as high a priority as the activities which now consume the Extension workers' time.

Furthermore, nearly 80 percent of the counties indicated they have used the consumer education handbook. An analysis of the data revealed a positive relationship between participation in the program and the distribution of the consumerama handbooks.

Table 3. County Respondents' Answers to the Question, "If your county has not participated in the consumer education presentation at any level, Local, Regional, or State, why not?"

	Total N=30	Administrative Regions: North-west N=3	South-west N=6	Central N=5	South-east N=9	North-east N=7
Reasons why county has not participated regularly	----------Percentages----------					
Members uninterested in demonstrating	57	33	67	60	56	57
Personel disinterest of person in charge of demonstrations	0	0	0	0	0	0
Lack of time to encourage demonstrations	57	33	33	80	56	71
Lack of time to perfect demonstrations	20	33	17	0	22	29
Other	20	33	17	0	33	14

*Multiple answers are given, therefore, percentages may total to more than 100 percent.

In response to the question asking what years their county had a consumerama team participating at state days, 32 of the 67 counties or 48 percent reported team competition in 1972. (See Figure 2). Examination of the data also shows that 1972 was the peak year of participation for the consumer education presentation on the county, regional and state level of competition (See Figure 3).

Figure 2. Percentage of County Participation in Consumerama at 4-H State Days, 1969-1973 (N=67).

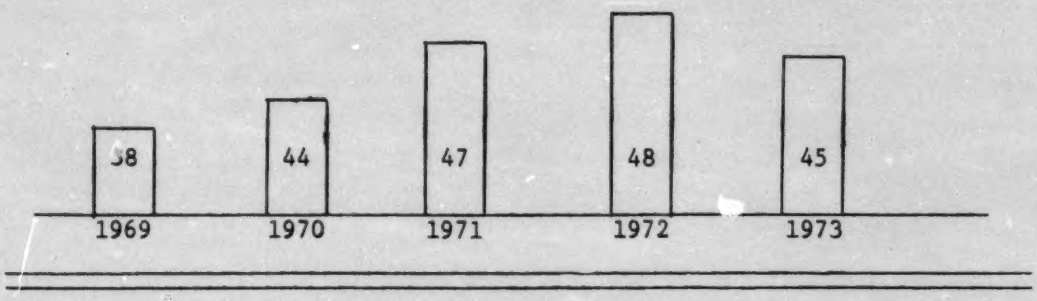
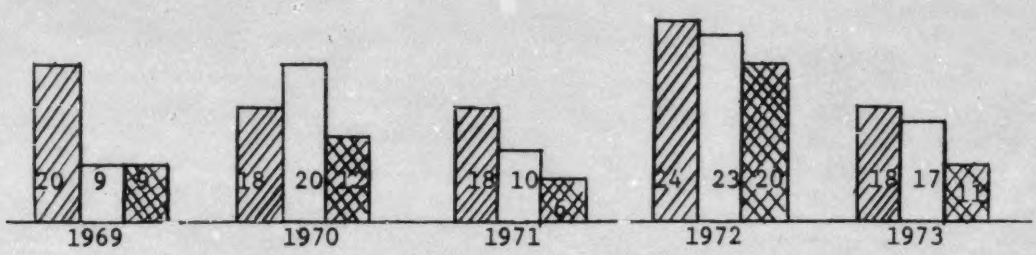


Figure 3. Percentage of County Participation in Consumer Education Presentations at Local, Regional and State Levels, 1969-1973 (N=67).



▨ = Counties participating in consumer education presentations at the local level.

□ = Counties participating in consumer education presentations at the regional level.

▩ = Counties participating in consumer education presentations at the state level.

Possible explanations for the peak year of activity may be:

1) the development of the consumerama handbook
2) a sense of program emphasis in the area of consumer education
3) stimulation by nearby county programs and/or
4) relevancy of the program within the context of such emphasis in the general society.

Immediately following the initiation of Consumerama several counties may not have clearly understood how to implement the program and perhaps the handbook answered some of their concerns and enabled them to proceed with the program. Therefore, the handbook served as a source of stimulation for the program as well as a reference for initiating and furthering Consumerama. Many extension workers may have felt that because the state staff spent time in developing a handbook as explanation and encouragement of the program it should rate a higher priority than many had assigned it. Also a national trend toward consumer vis-a-vis producer interests, as was the case during these years, may have altered the interest in the program at a local level.

Another explanation may be that counties were stimulated by the participation of neighboring or nearby counties. Through contact with surrounding counties, extension workers or 4-H members from nearby counties may have learned of the activity and initiated it or requested it for their county program.

To provide further analysis of county participation in Consumerama the counties were divided into the former state administrative divisions and were examined on a regional basis (see Table 4).

Table 4. Number and Percentages of Counties Reporting Selected Characteristics of Consumerama by Administrative Regions.

Selected Characteristics of Counties:	Total N=67	Administrative Regions: North-west N=14	South-west N=12	Central N=14	South-east N=13	North-east N=14
	Percentage					
Counties with clubs organized for consumer educational purposes	6	--	8	14	8	--
Counties with continuous participation at State Days 69-73	20	7	17	43	23	7
Counties who used the consumer education handbook	80	71	75	100	85	64
Counties who used Correspondence Course 178	21	--	33	29	46	--
Counties who have used lay leaders	30	21	33	29	39	29

An examination of Table 4 reveals that the central region is highest in three of the five categories. It was anticipated that the central region may have been higher in Consumerama participation and in organized clubs than any of the other regions. The reason for this expectation is that a proponent of the 4-H consumerama program in Pennsylvania served as the assistant state leader for Home Economics in the Central Region in 1969-1971[2] and may have been able to provide more encouragement and a clearer understanding of Consumerama for persons in her region than could assistant state

leaders for Home Economics in the other four administrative regions. Undoubtedly it was important to the state leader that the program be successful and the emphasis would likely be greatest in her region.

Perhaps the lack of continuous encouragement by the assistant state leader for Home Economics for the region (because she moved to another state) may have been one reason for the decrease in participation in 1973 as indicated in Figures 2 and 3. Another reason for the decrease in participation may be the lack of national emphasis and interest in the consumer movement during those years indicating the decrease. One final reason for changes in program emphasis may have been due to a shift on the part of the 4-H state staff--personnel and program direction. Only additional research will indicate if the current amount of participation will continue.

In line with the reason for the peak year of consumerama participation it is interesting to speculate on reasons for the variation and question the future of the program. Perhaps the initial consumerama program was not well organized, and counties became discouraged and dropped out of state participation or dropped from the program completely. Another reason for the fluctuation in Consumerama may have been due to change in the Extension agent in charge of the program and subsequent failure to resume Consumerama by the replacement; if, in fact, the agent was replaced. Thus, new staff with little or no interest in Consumerama or fewer staff may also have contributed to the decrease in participation. It could also be that national and/or state interest in consumer education dwindled causing a corresponding lack of interest at the local level. Consumerama was only one of several innovative programs begun

simultaneously during this time period; therefore, agent interest may have been dispersed over several program areas rather than concentrated towards consumer education. Possibly the variation in Consumerama was due to factors not realized in this paper. Undoubtedly it was a combination of things which led to the variation. The possible future of Consumerama will be discussed in the final portion of the paper.

While personnel from nearly 80 percent of the counties answered that they used the consumer education handbook, only 21 percent reported using the Consumer Skills Correspondence Course (see Table 3). It is interesting to note that despite notification of the Consumer Skills Correspondence Course to the counties via the regular communication channels within Extension, over one-half of the counties reporting were unaware of the availability of the correspondence course. Perhaps this is an indication that a more efficient method of alerting counties to available materials should be sought by appropriate persons/sections within the Cooperative Extension Service.

As mentioned, the majority of the counties do not feel that there is a lack of adequate materials. However, they responded overwhelmingly in favor of participation in consumerama and consumer education in-service training sessions. Fifty-eight counties stated they would be interested in Consumerama workshops and fifty-five replied they would be interested in consumer education workshops if such workshops were available.

Apparently most extension professionals are interested in consumer topics for their county program and want to keep abreast

of the newest information and methods of teaching. This notion is particularly interesting in line with the lack of competitive consumerama teams from the counties. The critical problem seems to lie in the time factor. The Extension agents on the county level maintain a full and busy schedule and reportedly find it difficult to devote adequate attention to Consumerama.

It would be my suggestion that state staff members involved in this program work with the counties to secure and develop lay leaders in order to help free the Extension Agent of excessive involvement with Consumerama. If this teaching method is adopted, materials should be developed, either by state and/or county workers, to encourage the use of lay leaders. The materials would have to be broadbased, yet specific. Let me illustrate this seemingly incongruent point. Certain counties may be interested in knowing what to look for when selecting a consumerama leader. Other counties, who already have lay leaders in charge of the program may be interested in educational materials for their consumer education program. The nature of these materials is yet to be determined.

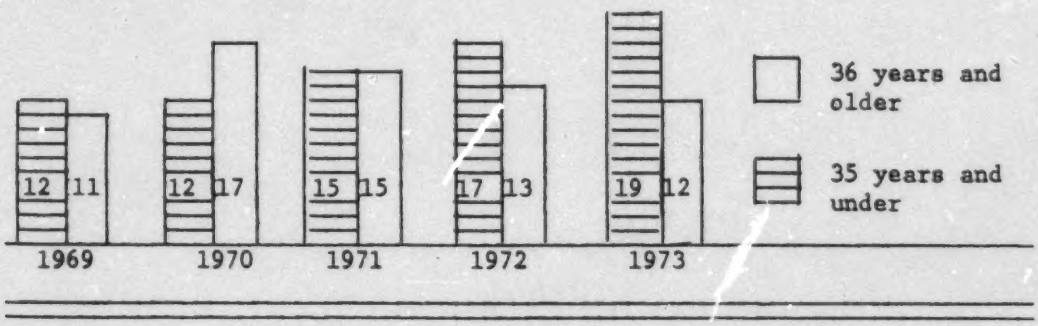
A solution to the time problem would be to upgrade the priority of Consumerama in some manner. With a higher priority, Extension agents would devote more time to Consumerama and heighten the possibility of a more successful program. Unfortunately, some other educational program will probably be dropped unless more lay leaders are involved.

A second solution would be to hire youth agents who would deal entirely with youth programs, including Consumerama. The present arrangement consists of all county extension professionals splitting

their time into the most feasible ratio between youth and adult programs. The latter arrangement sometimes causes a problem in determining who is to assume responsibility for new youth programs. It would be interesting to compare the success of consumerama in Pennsylvania with states that employ youth agents.

Another expected finding was that counties whose program is conducted by a person who has not graduated in home economics or a related area within the past 15 years may have no consumerama program or one less successful than their counterparts. The reason for this expectation is that older graduates may not feel confident in the area of consumer studies in light of the recent emphasis on the consumer movement. Although the data trend in the expected direction (particularly in 1972 and 1973), this assumption is not significantly supported (see Figure 4). The responses to the question, "What years has your consumerama team participated at State Days?" was divided into two groups, those of respondents age 36 years and over and those 35 years and under. The division was chosen arbitrarily to divide the respondents into recent and less recent graduates.[3] There was very little difference in the response of the two groups. The younger group maintained an overall higher percentage of participation than the older group but only slightly higher. This fact may be due to the higher number of persons 35 years and under in relation to those 36 years and over rather than to the age differential. This notion needs further study and examination because current data are insufficient to postulate further cause and effects.

Figure 4. Number of Counties Participating in Consumerama at 4-H State Days, By Age Groupings, Based on Questionnaire Responses (N=67).



Forty-five counties did not answer the question regarding the merit awards received at State Days. Accordingly there could be no accurate analysis of success as it affects participation and repeat performances. When attempting to chart successes with participation there were many discrepancies between the information supplied by the county questionnaires and that supplied by the state 4-H office from their records.[4] Thus any notion of success begetting success must remain moot at this time.

From all of the data just analyzed one significant fact emerges: contrary to the expected findings consumerama is not a superfluous program being shuffled from one person to another as was anticipated. Forty-eight of the counties have had one or two persons in charge of the program since its initiation in 1969. These data indicate a commitment to the program in those counties who have been involved in the program. For those 19 counties with no involvement whatsoever, it may be better to shuffle the program among agents and/or lay leaders than to have no program at all.

Footnotes

1. One respondent who did not answer the question dealing with professional status, one 4-H leader and one summer assistant comprised the three questionnaires whose professional status was listed as other than Extension Home Economist or Agricultural Agent.

2. Prior to being appointed assistant state leader of Home Economics in the Central Region, Mrs. Joye Kohl had served as assistant state leader for 4-H in the Northwest Administrative Region. Thus, her interest in such a program was quite in keeping with her previous role.

3. This arbitrary division is also the approximate age division of workers who have worked 15 years and more and those who have worked less than 15 years. For example, a person graduating from college at age 21 and who worked 15 years or more would be in the "older" group while those working less than 15 years would be in the "younger" group. It should also be noted this is not a true division since all those completing the questionnaire are not professionals and many may not have worked solely for the Extension Service nor for consecutive years service. It should also be recognized that many persons in the "older" group may have taken additional course work in the past 14 years. Despite all these exceptions, the division was established to check the possibilities of generalities as it relates to age. Other age divisions yielded the same answer patterning. Thus, it was determined that age was not significantly related to programming efforts in Consumerama.

4. Several discrepancies arose between county and state information as to the merit received in a particular year of participation at State Days. While the county reported receiving one merit the state records showed that county as having received a different award. Discrepancies arose also in the area of participation. In several instances counties reported participation at State Days and the state information did not include that county for that particular year.

Capsule Digest

Summary

The purpose of the study was to examine the development of Consumerama in an historical perspective from its inception in 1969 until 1973.

Consumerama is a relatively new educational approach in the 4-H program. Aimed at the teenage members of society, the project directs learning toward the process of decision making, enabling the teenager to make the best decision for the particular circumstances and individual involved.

The teenager has to learn the management of personal resources in order to be an effective part of society. This task is difficult in our society. The teenager, released in a nation of shrewd businessmen and clever advertising receives little protection in the form of guidance and advice in the execution of his spending patterns. With such knowledge, the Cooperative Extension Service sparked the growth of a new program for the teenage audience.

A questionnaire was developed and distributed to each county in Pennsylvania. Instructions accompanying the questionnaire directed the person in the county with prime responsibility for Consumerama to complete the form. The majority of the questionnaires were distributed at a state-wide Home Economics Extension meeting and the remainder were mailed to the appropriate counties.

The 67 questionnaires were sorted and analyzed by age, education and the administrative regions of the respondents. The collected data were then used in an analysis of the expected findings which were:

1. Consumerama is promoted in those counties where the Extension professionals serve as the main teaching agent in conducting the consumerama meetings.

2. The majority of counties do not work with lay leaders as the main teaching agent of the program.

3. Most persons in charge of consumerama who have not graduated in an home economics area and have not graduated within the past 15 years may feel inadequate and lack confidence in the field of consumer studies.

4. More Extension agents would be willing to have the consumerama program in their counties if there were more adequate teaching materials and in-service training sessions.

5. Extension staff members feel consumer education is important and will teach it in some form in their county 4-H program.

6. Time is a strong limitation in the development of many county consumerama programs.

7. Counties having the most successes with State Days competition will be most likely to maintain a regular program. Those counties not receiving high merit awards or not participating at this level will probably be those counties which either have not had a county program or that maintains it sporadically.

8. The consumerama program is conducted in the majority of counties on a sporadic basis, if it is conducted at all.

The data revealed that Extension professionals serve as the main teaching agent. Only three questionnaires were returned by persons other than those known as Extension professionals and forty-one counties replied they did not work with lay leaders. Only 23 counties worked with lay leaders for some or all of the programs. The data support the expected finding that lay leaders are not the main teaching agent.

Logically it was expected that counties not participating in Consumerama might have agents untrained in the field of consumer studies and therefore lack confidence in becoming involved in Consumerama. It was felt that generally, those agents graduating within the past 15 years may be particularly enthusiastic about the program. The data did not support this finding. Rather there was very little difference in the numbers of persons in the 35 years and younger and 36 years and older groupings in reference to the county Consumerama participation at State Days. In the 5-year period studied there were 68 persons in the "older" grouping and 75 persons in the "younger" grouping. Additional research is needed to examine this finding more extensively particularly to search for any patternings of answers which may arise in future years.

It was expected the data would indicate that the agents would desire more adequate teaching materials and in-service training sessions in direct relationship to their participation in Consumerama. However, the respondents indicated time for preparation and time for working with the clubs as the most frequently reported reason for not participating in Consumerama. It would seem as a result of this finding that the agents have sufficient materials. But in other questions referring to additional training, 58 of the respondents stated they would be interested in Consumerama workshops and 55 respondents checked interest in consumer education workshops.

The interest shown in attending such workshops leads to the belief that extension staff members do feel the consumer program is important and will include it in some form in their county program.

Nearly 80 percent of the respondents indicated they used the consumer education handbook so consumer information is being incorporated into the county program although it may not be specifically in Consumerama. Also almost 75 percent of the respondents stated they teach consumer education in their traditional club work.

Time appeared to be a strong limitation in the development of many county consumerama programs. As mentioned previously time for preparation and time for working with the clubs in relation to the Consumerama teams was checked most frequently by the respondents. Lack of time to encourage participation in consumer education presentations received a 57 percent response as the reason for not participating in consumer education presentations at either the local, regional or state levels.

It was expected that those counties having success at State Days competition would be most likely to maintain a regular program; however, the data from the counties and that from the State 4-H office regarding participation at State Days did not correspond and were not analyzed.

Insufficient data accounts for not analyzing the final expected finding that the majority of counties conduct Consumerama on a sporadic basis. Only four counties indicated they have a 4-H club organized for consumer education purposes. With only a 6 percent positive response the data were insufficient. Also in a following question there were 6 responses indicating their clubs were organized in 1972. Apparently, there was some misunderstanding in answering the two questions and the data could not be analyzed properly.

Implications for Extension

If Consumerama is to grow within Pennsylvania 4-H, the county Extension staff and the state Extension staff must realize the current status of the program and establish a priority for consumer education. More specifically this support for Consumerama must occur on the appropriate levels, local, regional, and/or state.

With the realization of the sizable influence teenagers have on the family spending patterns and the interest in the 4-H program in developing a program appealing to the teenage population it seems inevitable that Consumerama should rate a fairly high priority in Extension programming. The first step in promoting a successful Consumerama is to convey the importance of the program with a thorough understanding of the program objectives to the appropriate extension personnel. Periods of economic inflation, high unemployment and similar conditions may hasten the teachable moment for Consumerama. Such economic conditions necessitate the use of wise credit. Moreover we know that families with teenagers happen to be the most vunerable with crisis situations. Certainly the possibility for crisis exists with the present economic situation.

One way to convey this importance would be through an intensive educational program for extension personnel. Since most extension personnel interviewed in the study revealed they lacked the time needed to do an adequate job in developing Consumerama perhaps the educational programs for leaders should be aimed at selected 4-H leaders chosen specifically for Consumerama.

When extension agents report they do not have enough time for the program, it is apparent Consumerama is not a top level priority

for them. It is very likely that many agents do not have sufficient time to develop a relatively new 4-H activity such as Consumerama given the routine activities and the activities with which they feel more comfortable. Lay leaders working with Consumerama would minimize the time requirement for the professional agents. This option would provide the agents with a more direct link in training and educating the lay leaders.

The study data revealed that only five counties worked with lay leaders in conducting their entire program in Consumerama. The state 4-H staff will need to study this situation further in order to assist the counties in securing lay leaders and in developing an educational program for these lay leaders. The program must be such that it would stimulate a growing consumer education interest leading to a more successful and encompassing program. A regional or multi-county 4-H paraprofessional working with this total program would be a possibility for further investigation. A paraprofessional or a training agent could assist the counties in the selection and developing of potential Consumerama lay leaders. This non-professional person should be a part of and familiar with Extension functions and activities yet have the time to devote to the encouragement of 4-H Consumerama.

Three counties, representing rural, suburban, and urban areas, are currently involved in employing a 4-H paraprofessional to develop a 4-H program designed to attract teenage audiences and maintain the teenage interest in 4-H. This 4-H paraprofessional has a distinct possibility for developing a model 4-H Consumerama in

Pennsylvania. The paraprofessional could be used as a vehicle for understanding and encouraging a more successful consumer education program.

More specifically, the paraprofessional could serve as the direct link in familiarizing the appropriate persons on the local level with new consumer materials from the state 4-H staff. While the majority of the counties indicated in the study that they used the consumer education handbook, relatively few replied they used the Consumer Skills Correspondence Course. The reason given by the respondents for not using the correspondence course was that they were unaware that the course was available. This personal communication linkage would probably be the most efficient way of utilizing available materials on the local level.

Another possibility would occur with summer assistants who often work with the Consumerama activity. One avenue of help for summer assistants would be in-service training in consumer education which could be conducted on the University Park Campus prior to the beginning of their work experience.

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APPENDIX A

Directions: Please read before answering the questionnaire.

In completing this questionnaire, you will need to know the following definitions of several terms used in the questionnaire.

Consumerama Club: A club established to teach various consumer principles through the use of 4-H Consumerama materials.

Consumerama Team: A small group of 4-H members being trained specifically for competition at State Days.

Consumer Education Presentation: A demonstration presented by one or more persons illustrating certain consumer principles.

Consumerama Program: A composite term including any one or all of the previously mentioned terms.

The following is a sample question indicating the procedure to be used in answering the questions in the questionnaire:

1. This paper is: Please circle the one most appropriate response.

   Purple 1
   White. . . . . (2)
   Brown. 3
   Red. 4

2. The 4-H program involves members in: Please circle as many answers as apply.

   TV Action Series . . . . . (1)
   Nutrition Clubs. . . . . (2)
   Special interest groups. . . . . (4)
   Traditional 4-H Clubs. . . . . (8)

Return the questionnaire no later than December 28, 1973 to:

Mrs. Mary B. Ritzman
Box 233
McAlisterville, Pennsylvania 17049

_____ County

1. How is consumer education taught in your county's 4-H program? Please circle as many responses as apply.

In a consumerama club	1
In a consumerama team	2
In consumer demonstration presentations	4
In traditional club work	8
Other, please specify _____	16

2. How many persons have held the prime responsibility for the consumerama program since its initiation in your county? Please circle one response.

None	1
One	2
Two	3
Three	4
Four	5
Five or more	6

3. Does your county have a 4-H club organized only for consumer education purposes? Please circle one response.

No	1
Yes	2

If yes, which years has it been organized? Please circle as many responses as apply.

1969	1
1970	2
1971	4
1972	8
1973	16

If your county has never had a consumerama club, consumerama team or consumer education presentation, please skip questions 4-16 and resume with question 17.

If your county does not have a consumerama club, please skip questions 4-5 and resume with question 6.

4. If your county's consumerama club has never competed at State Days, what are the reasons? Please circle as many responses as apply.

Members uninterested in participation	1
Sufficient time for working with the club prior to State Days	2
Lack of preparation time of the State Days material	4
Other, please specify _____	8

5. When does your county's consumerama club meet? Please circle <u>one</u> response.

Year Round	1
Summer Only	2
Winter Only	3

If your county has no consumerama team trained for State Days competition, please skip questions 6-9 and resume with question 10.

6. What years has your county had a consumerama team participating in State Days competition? Please circle as many responses as apply.

1969	1
1970	2
1971	4
1972	8
1973	16

7. What recognitions have your county's teams received for State Days competition? Please circle as many responses as apply.

	Blue ribbon/medal	Blue only	Red	White	Don't know
1969	1	2	3	4	5
1970	1	2	3	4	5
1971	1	2	3	4	5
1972	1	2	3	4	5
1973	1	2	3	4	5

8. When does the county consumerama team meet? Please circle as many responses as apply.

Summer Only	1
Winter Only	2
In preparation for State Days	4
Year round	8

9. How are members selected for the county consumerama team? Please circle as many responses as apply.

County Elimination	1
Club Elimination	2
Member volunteers	4
Members appointed by person in charge of consumer education program	8
Members appointed by club leader	16
Members appointed by Extension personnel	32
Other, please specify _____	64

10. If your county's team has not participated regularly, why not? Please circle as many responses as apply.

Unable to find a qualified leader	1
Lack of:	
Time for working with the club	1
Preparation time	2
Disinterest of the person in charge of consumerama program	1
Lack of resources	
Films	1
Filmstrips	2
Books	4
Pamphlets	8
Local resource persons	16
Local merchandises for judging	32
Specific materials from State 4-H Office	64
Other, please specify _____	1

11. Rate among the three areas of consumerama listed below the most difficult to least difficult to teach. Please circle the <u>one</u> most appropriate response in <u>each</u> area.

	Most difficult		Least difficult
Consumer Judging	1	2	3
Planathon	1	2	3
Consumer Bowl	1	2	3

12. What areas in consumer education are most difficult for you to teach? Please circle the most appropriate response.

Decision making	1
Judging situations	2
Factual information	4
Other, please specify _____	8
None are really difficult	16

If your county has not had consumer education presentations on either the county, regional, or state levels; please skip questions 13-15 and resume with question 16.

13. What years has your county had a consumer education presentation? Please circle as many responses as apply.

County		Regional		State	
1969	1	1969	1	1969	1
1970	2	1970	2	1970	2
1971	4	1971	4	1971	4
1972	8	1972	8	1972	8
1973	16	1973	16	1973	16

14. What recognitions have your county's demonstration presentations received? Please circle as many responses as apply.

Regional	No Award	White	Red	Blue	Don't Know
1969	1	2	3	4	5
1970	1	2	3	4	5
1971	1	2	3	4	5
1972	1	2	3	4	5
1973	1	2	3	4	5

State Days	White	Red	Blue	Blue/medal	Don't Know
1969	1	2	3	4	5
1970	1	2	3	4	5
1971	1	2	3	4	5
1972	1	2	3	4	5
1973	1	2	3	4	5

15. Are consumer education presentations included in: Please circle as many responses as apply.

Consumerama club	1
Consumerama team	2
Traditional club work	4
Other, please specify _____	8

16. If your county has not participated in the consumer education presentation at any level, why not? Please circle as many responses as apply.

Members uninterested in demonstrating	1
Personal disinterest of person in charge of demonstrations	2
Lack of time to encourage participation	4
Lack of time to perfect demonstrations	8
Other, please specify _____	16

17. What resources do you use to keep updated in consumer studies? Please circle as many responses as apply.

Newspapers, circulars, magazine articles	1
Professional journals	2
Filmstrips, films	4
Correspondence courses, summer courses	8
Other, please specify _____	16

18. Have you used the consumer education handbook prepared by the 4-H Office for State Days consumerama? Please circle on response.

Yes	1
No	2

If no, why not? Please circle as many responses as apply.

Unaware that any materials are available	1
Materials are unsatisfactory	2
Other, please specify _____	4

19. What additional materials would be most useful to your county's consumerama program? Please circle as many responses as apply.

Films, filmstrips	1
Newspapers, circulars, magazine articles	2
Bibliographies	4
Additional resource people	8
Leader training programs	16
In-service training sessions	32
Other, please specify _____	64

20. Have you used the recently developed correspondence course, Consumer Skills No. 178? Please circle <u>one</u> response.

Yes	1
No	2

If no, why not? Please circle as many responses as apply.

Unaware of its availability	1
Uninterested in the course	2
Find it inadequate for consumerama purposes	4
Other, please specify _____	8

21. Does your county's consumerama program use lay leaders? Please circle response.

Yes	1
No	2

If yes, how was the leader(s) selected? Please circle as many responses as apply.

Volunteer	
For some consumerama sessions	1
For all of consumerama sessions	2
Appointed	
For some consumerama sessions	1
For all consumerama sessions	2
Others, please specify _____	1

If county's consumerama program does not use lay leader(s), please skip questions 22-23 and resume with question 24.

22. Do consumer education leader(s) attend general leader training sessions? Please circle the most appropriate response.

Yes	1
No	2

23. Do consumer education leader(s) receive training in consumer education subject matter with consumerama materials? Please circle one response.

Yes	1
No	2

If yes, who is in charge of this training? Please circle as many responses as apply.

	Training in Materials	Teaching Instruction
Home Economist	1	1
Extension Specialist	2	2
Local resource person	4	4
Other, please specify _____	8	8

24. Do consumer education leader(s) receive instruction in the use of consumerama materials? Please circle one response.

Yes	1
No	2

If yes, who is in charge of this training? Please circle as many responses as apply.

Home Economist	1
Extension Specialist	2
Local resource person	4
Other, please specify _____	8

25. Does your county's consumer education program use local resource persons in the consumerama program? Please circle the most appropriate response.

Yes	1
No	2

If yes, in what capacity are these persons used? Please circle as many responses as apply.

Direct teaching of members	1
Leader training	2
Speakers for specific club member meetings	4
Speakers for specific leader training sessions	8
Field trip visits	16
Provision of items for judging	32
Other, please specify _____	64

26. Have you participated in any in-service training sessions in the area of:

Consumerama?	No	Yes	Consumer Education?	No	Yes
County	1	2	County	1	2
Multi/county	1	2	Multi/county	1	2
Regional	1	2	Regional	1	2
State	1	2	State	1	2

27. Have you participated in any local leader training sessions in the area of:

	No	Yes
Consumerama	1	2
Consumer Education	1	2

28. Would you be willing to participate in future in-service training sessions in the area of:

	No	Yes
Consumerama	1	2
Consumer Education	1	2

29. What season would you prefer the training sessions? Please circle the most appropriate response.

Summer	1
Fall	2
Winter	3
Spring	4
No Preference	5

30. I am: Please circle the one most appropriate response.

Extension Home Economist	1
Extension Agricultural Agent	2
Summer Assistant	3
4-H Leader	4
4-H Teen Leader	5
4-H Agent paid by county funds	6
Other, please specify _____	7

31. If applicable, how many years have you been employed by the Extension Service? Please circle the one most appropriate response.

1-3	1
4-6	2
7-10	3
10 or more	4

32. What is your highest level of formal education? Please circle the one most appropriate response.

Elementary school	1
Some high school	2
High School graduate	3
Some College	4
Associate degree	5
Bachelor's degree	6
Master's degree	7
Other, please specify _____	8

33. If you have received a college degree, what was your major?

_____

34. What is your age at your nearest birthday?

_____

Thank you for your time and effort in completing this questionnaire. When the results are tabulated, you will receive a copy of the findings. Thank you!

APPENDIX B

December 10, 1973
Box 233
McAlisterville, Pa. 17049

Dear Extension Staff Member:

At the Extension conference held last week on the university campus, I distributed a questionnaire which I have developed while I am on leave working toward my master's degree.

The questionnaire concerns the progress of the 4-H Consumerama program in Pennsylvania. I have distributed one per county and ask that the person with major responsibility for consumerama complete it. There may be consultation with others involved in the program. There are pertinent parts in the questionnaire even if your county has not participated in the program.

Anne Heinsohn from the 4-H office worked with me in developing the questionnaire and hope to use this information in further developing the program.

I would appreciate it if you could see that the enclosed questionnaire is completed and returned to me no later than December 28, 1973. I must have one returned from each county for my results. Each county will be receiving a copy of my study when it is completed.

Thank you very much.

Sincerely,

Mary B. Ritzman
Assoc. Home Economist

APPENDIX C

January 8, 1974

Dear Extension Worker:

In December I distributed a questionnaire dealing with the 4-H Consumerama program. I had requested each county return a completed form to me so that I may have adequate data to analyze. As yet I have not received a questionnaire from your county.

I would appreciate it very much if you would complete the enclosed form and return it to me as soon as possible. It takes only a short time to complete.

Thank you.

Sincerely,

Mary B. Ritzman
Assoc. Home Economist

Return to: Box 233
McAlisterville
Penna. 17049